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EDUCATION WEEK

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English Fluency, Attainment Linked in New NAEP Study

By Robert Rothman

WASHINGTON—Schools should develop the English competence of language-minority pupils in order to ensure their academic success, an analysis of the most extensive national assessment of Asian and Hispanic student achievement has concluded.

But the study also found that there is "little or no consistent relationship" between school achievement and the use of a language other than English at home.

The study, conducted by the National Assessment of Educational Progress, found that Asian students—who tended to take more rigorous coursework and have more positive attitudes about schooling—outperformed their white and Hispanic peers in both reading and mathematics at all grade levels tested.

But it also found that the Hispanic students who claimed competence in English performed relatively well on the assessments, regardless of whether they spoke Spanish at home.

"It would appear that whether or not one comes from a home where a second language is frequently spoken is not an important issue in itself, but whether or not one is competent in English is," the study concludes.

"While frequency of use of one's non-English language in the home is not a variable that can be easily manipulated," it adds "the development of English competency is manipulable and should be of high priority within school systems."

The study, written by researchers at the Educational Testing Service, which administers NAEP under contract to the U.S. Education Department, was completed last

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New Directions

Julia A. Miller Education Week

Secretary of Education Lauro F. Cavazos says he'll use his office to fight "undereducation." Page 14.

Attorney General Argues the Case For Drug Testing

U.S. Interest 'Intense,' He Tells High Court

By Tom Mirga

WASHINGTON—In a rare appearance before the U.S. Supreme Court, Attorney General Richard Thornburgh last week urged the justices to back a federal drug-testing policy that could set the pattern for similar requirements for teachers and other school employees.

Presenting the Reagan Administration's case in a dispute involving railroad employees, Mr. Thornburgh contended that the government's interest in ensuring the safe operation of trains far outweighs workers' Fourth Amendment right to be free from unreasonable searches.

"Surely, testing jockeys of these mammoth rolling time bombs should be permitted," the Attorney General said, noting that the Court had let stand an appellate ruling that upheld a testing requirement for racehorse riders.

Solicitor General Charles Fried offered similar arguments in a second lawsuit over the Customs Service's rule forcing employees seeking promotions to certain "sensitive" posts to submit to drug testing. According to Mr. Fried, it is "entirely reasonable" to require those on the front lines of the nation's drug-interdiction effort to go through this "rite of passage."

Unions representing teachers, school-bus drivers, and other school workers have been watching the cases closely because a handful of school districts have adopted testing programs, saying they are needed to ensure school safety and to provide students with positive role models. Rulings by the Court in favor of the government could prompt an explosion in the number of such programs.

Thus far, state and lower federal courts have tended to hold in favor of the unions in school-related drug-testing cases.

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Digital Data: More Managers Tapping Computer Power

But Usage Limited by Costs, Fear of Change

By Peter West

Simply by pressing a few buttons on the computer terminal at his desk, Donald Helms now has instant access to the school-planning information he once waited days or weeks to receive.

Frustrated by the turn-around time involved in data processing, the California superintendent decided 18 months ago to upgrade the Corona-Norco Unified School District's computer system.

He invested in new software that enabled the central mainframe computer to store everything from purchase orders and payroll records to student grades and attendance.

Then, he made sure school officials had easy access to the information by linking up a number of "dumb" terminals to the mainframe.

"What used to be a three-week delay while we processed the paperwork is no longer there," Mr. Helms says proudly. "We're up and doing what a lot of people aren't even considering yet."

In fact, the suburban San Bernadino district is one of a growing number nationwide that have grasped the vast administrative potential of the computer.

But several stubborn problem areas—from the cost of updating equipment made obsolete by new technology, to a lingering resistance to change—are thwarting the development of more sophisticated management applications, experts say.

Nick Gangwish, executive director of management-information systems for the Jefferson County, Colo., school system, has sur-

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Florida, N.Y. Building State Records Systems

By Peter West

To transfer student records from a school in Tallahassee to another one across Florida can take as long as six weeks, a time-lag that officials say is bound to increase as the state's school-age population continues to boom.

But if the Florida Information Resource Network goes into operation as scheduled early next fall, such transfers will take place electronically—and almost instantaneously.

Florida has mandated that each of its 67 school districts become part of an electronic network to share education records, statistics, and other data.

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Don Hogan Charles/NYT

Schools Chancellor Richard R. Green visits with New York City pupils.

A Taste of Big Apple After Minneapple: Green Bites Into Field's 'Impossible' Job

By William Snider

NEW YORK CITY—When Richard R. Green moved here eight months ago to assume the leadership of the nation's largest school system, he brought with him a plaque that had rested on his desk in Minneapolis. It reads: "Notice to all employees: no task will be evaded merely because it is impossible."

The message is proving to be very appropriate as he learns the ropes in what some have called "the impossible job." He is attempting to exert control over a system whose bureaucratic intransigence is legendary—and matched only by the city's merciless political milieu.

Hailed as a potential savior for the trouble-plagued system when he arrived last March, the former Minneapolis chief in recent months has been the subject of a series of stinging media reports that cite a growing impatience with the pace of his reforms.

That impression is countered, however, by those whose support the new chancellor most needs for effective reforms, including board members, the teachers' union, the mayor, and business leaders.

They say he is moving as fast as can be expected of a person with no prior experience in New York City, who is faced with problems that have accumulated over sev-

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Boston business leaders say they will not renew their partnership program without greater reforms in schools.

7 **Teenage Mothers' 'Learnfare'**
A massive study raises questions about implementing the federal welfare law's education requirement.

8 **Dueling Admission Tests**
A rival enters the private-school market to go "head to head" with the dominant Secondary School Admission Test.

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While the Educational Testing Service makes plans for a new national examination of teachers by 1992, skeptics are questioning whether such efforts will improve educational quality. **Page 6.**

Helping Teenage Mothers
Despite intensive personal attention and educational assistance, many teenage mothers remain dependent on welfare and without a high-school diploma, a new study has found. **Page 7.**

Resurgent State Boards
Members of state boards of education are pondering ways to regain some of the influence that slipped away from them during the early years of the education-reform movement. **Page 10.**

South Carolina Leasing Okayed
A South Carolina judge has cleared the way for districts to finance construction projects through lease-purchase plans, and thus avoid having to seek voter approval for such spending. **Page 12.**

Louisiana Districts Stranded
The defeat of a tax-reform bill has left Louisiana districts without a way to raise the $300 million needed to make up for expected cuts in state aid for "noninstructional" programs. **Page 13.**

Controversial Head for O.E.R.I.
Patricia M. Hines, who was involved in a fight over education research programs in the early 1980's, has become acting head of the office of educational research and improvement. **Page 14.**

Chapter 1 Rules Released
The Education Department has issued proposed regulations implementing changes mandated by the Congress in the Chapter 1 compensatory-education program. **Page 15.**

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ACROSS THE NATION

NATIONAL

Groups To Develop Framework For Civic-Education Curricula

Two national organizations have launched a two-year project to develop and implement a curricular framework for the study of civics in the schools.

Funded by a $1-million grant from the Pew Charitable Trusts, the project will define the skills and knowledge necessary for "preparation for the office of citizen," said Diane U. Eisenberg, co-director of the project.

Ms. Eisenberg is the executive director of the Council for the Advancement of Citizenship, a Washington-based coalition of education organizations, which is launching the program along with the Center for Civic Education.

The center, based in Calabasas, Calif., will develop a K-12 framework during the next year, Ms. Eisenberg said. Meanwhile, she noted, a national review council will assess the proposal and enlist support for its implementation. The review panel will be chaired by Ernest L. Boyer, president of the Carnegie Foundation for the Advancement of Teaching.

STATES

Texas Districts Report Inability To Meet 22-Student Class Limit

Officials of more than 140 Texas school districts have told state officials that they cannot meet the 22-student limit imposed on kindergarten and the first four grades.

The districts' requests for exemptions from the statewide limit have drawn sharp criticism from the Texas Federation of Teachers, the state American Federation of Teachers affiliate.

The districts have not tried hard enough to satisfy the limits enacted four years ago, contended John O'Sullivan, secretary-treasurer of the union. "Three years is more than enough time to provide both the teachers and the buildings. We think any further variances or exemptions are not appropriate," he said.

The Texas legislature enacted the 22-student limit as part of sweeping education reforms adopted in 1984. The law required school districts to meet the limit in kindergarten through 2nd grade in 1985 and in 3rd and 4th grades this year.

Commissioner of Education William N. Kirby granted 121 waivers from the limit last year. But he has warned the state's 1,084 districts not to expect exemptions at the lowest grade levels. Some 35 districts have asked for waivers in kindergarten and 1st and 2nd grades, a spokesman said.

Mr. O'Sullivan maintained that some districts are meeting the limit by increasing the number of students assigned to 5th- and 6th-grade teachers and moving the free teachers to lower grades. The federation wants the legislature to tighten the class-size law, he said.

■ **Seventeen Mississippi districts have been placed on academic probation by the state's Commission on School Accreditation.**

The commission imposed the year-long sanctions on 16 districts in which fewer than 70 percent of high-school juniors passed the state's Functional Literacy Examination. The exam became a graduation requirement last spring.

Another district was placed on probation because an administrator made copies of the exam ahead of time to distribute to teachers, thereby compromising the security of the test questions, said Yvonne C. Dyson, the commission's executive secretary. The administrator was fired as a result.

Ms. Dyson said the commission also warned 29 districts that they face probation if they do not improve student performance.

■ **While Georgia schools need to reduce paperwork burdens on teachers and administrators, they should not go so far as to cut back on student testing,** State Superintendent Werner Rogers has said.

At a recent press conference, Mr. Rogers said he agreed with the recommendations of his Paperwork Reduction Task Force that his department should streamline its attendance and class-size reporting requirements and ensure that publishers provide guides matching their textbooks with the state's required curriculum.

But Mr. Rogers declined to endorse the task force's call for the elimination of statewide standardized testing in 4 of the 10 grades where it now occurs, on the grounds that the move would require legislative approval. Most legislators are thought to oppose a reduction in testing.

■ **California school districts employed 10 percent fewer administrators last year than allowed by state law,** according to a report by Bill Honig, the state superintendent.

Only 18 of more than 1,000 districts exceeded the ratio of administrators to teachers set by a law limiting bureaucratic growth. The state's schools are leaner now than five years ago, even though enrollment has grown by 450,000 students, he said.

The report sought to rebut an earlier study by the state controller, which argued that school districts had too many administrators.

■ **Maine should establish regional academies to train educators in teaching students who are not bound for college,** according to the Maine School Superintendents Association.

The association made the recommendation after discovering a large gap in scores on the state testing program between students who were headed for college and those who were not, a spokesman said.

The association called on the Department of Educational and Cultural Services to improve programs for noncollege-bound students.

■ **Arkansas districts with disproportionate numbers of black students in special-education classes must justify their classification policies,** state officials have directed.

The department of education acted after finding that 85 of the 134 districts with black enrollments of at least 5 percent had assigned black students to special-education classes more often than white students. Blacks represent 30.4 percent of special-education students in the state, but only 24 percent of the total school population.

State officials have also asked the 90 districts that have assigned more than 13 percent of all their students to special-education classes to attempt to lower their rates to the statewide average of 10.4 percent.

Roamin' Schoolhouse

E.M.U. Photo

The 93-year-old Town Hall Schoolhouse travels to its new home on the campus of Eastern Michigan University in Ypsilanti. After extensive renovation work aimed at restoring it to its original appearance, the one-room school building will serve as a museum and archives of the history of education.

DISTRICTS

Transfer Plan Said To Aid Suburbs but Hurt Milwaukee

Some suburban Milwaukee school districts are making money from bonuses they receive from the state for participating in a desegregation program, while Milwaukee schools are losing money on the transportation costs of the program, according to state and local officials.

Under the transfer program, white suburban students may attend city schools, and minority city children may attend suburban schools. Districts get money from the state for each transfer student.

According to state education department figures, Milwaukee received about $26 million this year under the program. But the district spent $25 million to supply transportation for all of the nearly 5,400 participating students.

That left only $1 million to cover the cost of educating the more than 1,000 suburban students who transferred to Milwaukee.

But payments to 19 suburban districts, which have no transportation costs under the program, will total $21.6 million. That amount includes more than $3.2 million in bonus payments, which districts receive when at least 5 percent of their students are transfers.

Some state lawmakers have called for elimination of the bonus payments.

■ **Fairfax, Va., teachers were absent less often last year because of the district's new merit-pay system,** according to district officials.

Absenteeism, which had jumped by 20 percent between 1984 and 1987, fell by 17 percent in the last year. Officials told the school board last month that the only factor that could account for the sudden turnaround was the merit-pay system, which took effect last year. The system includes a performance evaluation that takes a teacher's absence rate into account in determining promotions.

Fairfax teachers took an average of 11.4 days off during the 1987-88 school year—about 2 fewer days than in the previous year, but still 2.6 days more than the national average.

■ **San Francisco school officials have launched a project aimed at developing the speaking and writing skills of the district's polyglot population.**

The project, known as Humanities Education, Research, and Language Development, will bring together English and social-studies teachers in order to develop humanities curricula that would increase student participation in speaking and writing activities.

The HERALD project will help students "communicate in an intelligent way," said Ramon C. Cortines, San Francisco's superintendent of schools. Special efforts are needed in the district, he said, because nearly half of its students come from homes where English is not the primary language.

Funded by grants from the Rockefeller, Stuart, and William and Flora Hewlett foundations, the HERALD project this year will include 27 teachers and more than 1,000 9th graders in five high schools. Five new schools will be added each year until all 25 high schools are involved.

■ **Graduates of the Whitewater (Wis.) High School will soon be able to give prospective employers a well-documented record of their work habits and personal characteristics.**

Under a plan approved by the school board, the school's 260 freshmen and sophomores will be evaluated by each of their teachers this January on both their work habits and their academic achievement. The ratings will assess pupils' attendance, timeliness and quality of work, behavior, ability to follow instructions, and ability to work with others.

Upon graduation, students will receive a "diploma folder" containing those reports, along with annual self-evaluations, references from previous employers, and a record of nonschool activities.

DIMENSIONS

Seeing Through Principals' Eyes

The beliefs held by high-school principals about many key educational issues have fluctuated markedly over the course of the last two decades, according to a new report by the National Association of Secondary School Principals.

The report provides the responses to surveys conducted in 1965, 1977, and 1987 on principals' beliefs, responsibilities, and characteristics. ***(See Education Week, Nov. 2, 1988.)***

Responses to the surveys suggest that the principals of the 1970's were considerably more pessimistic than those of the preceding and succeeding decades about the chances of providing a solid academic education to many of their students.

"On several issues, the current opinions of principals are more like those of their 1965 counterparts than those in 1977," the report observes.

Copies of the report, "High School Leaders and Their Schools," are available for $9.00 each from NASSP Publications Sales, 1904 Association Dr., Reston, Va. 22091.

Opinion	1965	1977	1987
Grouping according to IQ or achievement is desirable in academic subjects.	82%	53%	57%
Schools should provide a general intellectual background and leave specific job training to other agencies.	67	10	56
Youths who are uninterested in schooling should not be required to attend.	34	59	47
Schools require far too little academic work of students.	16	56	46
School attendance should be mandatory until high-school graduation, or age 18.	30	15	34

SOURCE: The National Association of Secondary School Principals

PEOPLE

■ **A Grand Haven, Mich., high-school sophomore has received hundreds of letters from Soviet citizens since a letter she wrote about nuclear war to Soviet leader Mikhail S. Gorbachev was published in a book in Moscow.**

Debora Harko, 15, wrote the letter a year ago as part of a class assignment. Because she did not receive an official response from the Soviet government, she was surprised last June when she began to get postcards, drawings, and letters from people all over the Soviet Union.

In August, a Soviet journalist solved the mystery when he sent her a copy of a book published this year called *Americans Write to Gorbachev*. Ms. Harko's letter was one of few in the book published in both English and Russian.

She said she suggested in her letter that both countries negotiate a "strict" peace treaty and eliminate nuclear weapons. She also recommended that leaders of the United States and the U.S.S.R. meet face to face every year.

■ **Lawrence McMullin**, a biology teacher at Rangely (Colo.) Middle School, has found himself trapped in a legal battle with the Colorado Wildlife Division over two dead owls.

The teacher, by his own admission, was slow in applying for the permit required to collect wildlife in Colorado. But he says he had no idea that his effort to pique students' curiosity in birds of prey by bringing "roadkill" into his classroom would result in charges against him on two counts of illegal possession of wildlife.

Renzo Del Piccolo, a regional wildlife manager for the state, contends, however, that as a falconer the teacher should have been aware that a state permit is required to collect wildlife—"no matter where or how it is obtained."

During the summer, Mr. Del Piccolo searched the teacher's classroom, confiscated the two dead owls, and fined Mr. McMullin $548 for failing to have the permit.

The teacher, who has pleaded not guilty to the charges and has taken his case to the courts, says the wildlife division is "fighting someone who in the long run could make their jobs easier by increasing students' awareness of wildlife."

■ **Incensed by a segment on the Phil Donahue show last year in which a guest asserted that homelessness was nonexistent in the Soviet Union while thousands lived on the streets in the United States, Jill Tucker**, a health-occupations student at Morrow (Ga.) Senior High School, decided to investigate the severity of the problem in this country.

She helped promote a class visit to a shelter in Clayton County, Ga., and the formation of a group called Students Promoting Love and Support for the Homeless, or SPLASH.

The group, which has been serving meals at shelters and providing entertainment for homeless children in an effort to increase their self-esteem, has also worked to get other high schools across the country involved in projects like SPLASH.

In a campaign to awaken others to the "crisis of homeless children being devastated by their situation," the students have begun a newsletter and devised a plan that other schools can use to begin their own SPLASH chapters, said Pat Siefferman, the group's advisor.

Both the newsletter, called *Ripples*, and the "A.B.C." (for Awareness, Become Involved, and Call) plan are being sent to schools in Clayton County but can be obtained by any high-school group interested in the program by writing to: SPLASH, Morrow Senior High School, 2299 Old Rex Morrow Rd., Morrow, Ga. 30206.

■ **Administrators, journalism teachers, and students all must do a better job of presenting controversial topics in print, says Robert E. Reynolds**, the principal of Hazelwood East High School in St. Louis, whose censorship of the school newspaper was upheld by the U.S. Supreme Court last January.

In a recent debate with the editor of the Louisville, Ky., *Courier-Journal*, David Hawpe, Mr. Reynolds defended the right of administrators to "assist in the editorial process in an 'enlightened' way."

Principals, as the instructional leaders of their schools, are "very much a part of the publishing process of all student publications," Mr. Reynolds argued.

Although sensitive topics should not be kept out of school-sponsored newspapers, Mr. Reynolds told a convention of Associated Press managing editors, student journalists must be taught to exercise their First Amendment rights in a responsible manner.

RESEARCH AND REPORTS

Few Households Found Donors To Education, but Gifts Generous

Americans who give to education tend to do so relatively generously, a survey conducted for the Independent Sector indicates.

The umbrella group for charitable organizations found that households that gave to education in 1987 averaged a donation of $293—more than the comparable figure for any other area except religion, which received an average household contribution of $715.

On the other hand, only 15 percent of households reported giving to elementary, secondary, or higher education last year. Larger percentages said they had contributed to religious, health, human-services, and youth-development causes.

Copies of the report, "Giving and Volunteering in the United States," are available for $10 (summary) or $25 (full report) from the Independent Sector, 1828 L St., N.W., Washington, D.C. 20036.

■ **Americans must master 13 "basic" skills in addition to the traditional "three R's" to compete in the workforce,** according to a study by the American Society for Training and Development.

"The new worker will be expected to have a set of skills that were previously required only of supervisors and management," according to Anthony P. Carnevale, chief economist and vice president for national affairs at the A.S.T.D.

The skills sought by employers, the study said, include knowing how to learn, problem-solving, negotiation, and leadership.

The most effective way for employers to teach these skills is "to relate them directly to workers' jobs," the study said.

Copies of the study, "Workplace Basics: The Skills Employers Want," are available for $2 each from the A.S.T.D., 1630 Duke Street, P.O. Box 1443, Department T, Alexandria, Va. 22313.

English Fluency Linked to Attainment

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summer but was not formally released to the public due to budget constraints, according to officials.

"This was done on a relative shoestring," said Chester E. Finn Jr., the former assistant secretary of education for educational research and improvement.

Despite its limited distribution, Mr. Finn added, the study could play a role in the ongoing debate over the efficacy of bilingual education. While the assessment could not determine the most effective method of teaching limited-English-proficient students English, he said, it "plainly argues what the learning objectives should be" for those students.

"English-language fluency ought to remain the primary education goal in efforts to deal with non-English-origin kids if we care about their educational achievement," Mr. Finn said.

But James J. Lyons, counsel to the National Association for Bilingual Education, warned that while "our goal has to include English-language fluency," such fluency alone is insufficient.

"There are lots of programs," he said, "that help children learn science, math, and social studies in their native language while they are learning English, so that they don't fall behind and don't drop out."

Larger Group Tested

NAEP is a Congressionally mandated assessment that regularly tests a national sample of students in reading, math, writing, and other subjects.

While the tests' sampling procedures yield reliable information on the performance of white and black students, NAEP officials said, the sample of Hispanics, Asians, and Native Americans has tended to be too small to allow researchers to analyze variables associated with the achievement of those groups.

A previous E.T.S. study on the performance of language-minority students, which was based on data from the 1983-84 NAEP assessment, was "limited" because of the sample size, the new study notes. The earlier study, released in 1985, was sharply criticized as "misleading, oversimplified, and speculative" by Mr. Finn. *(See Education Week, April 2, 1986.)*

To provide "more reliable national performance data for the growing Asian and Hispanic populations," the study notes, NAEP conducted a special assessment in 1985-86 of 3,329 3rd graders, 4,133 7th graders, and 3,531 11th graders. The test takers included a nationally representative sample of Asian Americans and representative samples of Mexican-American, Cuban, Puerto Rican, and other Hispanic students—those from the Caribbean Basin and Central and South America—attending schools with a high concentration of Hispanic pupils.

The sample also included 427 Native Americans, but that group was too small to yield reliable data, researchers said.

Asian Advantage

The study found that, in math, Asian students significantly outperformed all other groups at all grade levels, and that Hispanics tended to do substantially less well than their Asian and white peers.

One exception, it noted, was in 11th grade, where Cuban students, with an average score of 66 percent correct, performed better than all other Hispanics and nearly as well as white 11th graders.

In addition, other Hispanic 11th graders also outperformed Mexican-American and Puerto Rican students.

On the reading test, the researchers were able to draw conclusions only about the 7th graders, since the test proved to be too hard for most 3rd graders and too easy for most 11th graders.

As with the math test, the researchers found that Asian students, with an average score of 52.5 percent correct, narrowly outperformed the white students and significantly outscored the Hispanic and black students.

"The conventional wisdom is that Asians can do well in math, but can't read," noted Mr. Finn. "This shows that not to be the case."

Ethnic Differences

In analyzing the possible explanations for these performance levels, the study found differences in family background, attitudes, and school experiences among ethnic groups.

For example, it found that among Hispanics, Cuban students, who were the most likely to speak Spanish at home, rated their English competence as relatively high.

Puerto Rican students in grades 7 and 11, it found, were most likely to report that they had been retained in their grade at some point in their school career. And Cuban 11th graders were more often in an academic track than their Puerto Rican and Mexican-American peers.

Asians, the study found, were generally more likely to come from families with high educational attainment, to use their non-English language seldom outside of home, to be enrolled in academic tracks, and to report doing more homework than students from other groups.

Moreover, the report observes, Asians "tended to have many school-related attitudes and behaviors that are associated with high levels of achievement—they reported that their parents had high educational aspirations for them and the students indicated a high belief in effort as a critical factor in educational success."

Differences in background and school characteristics, the study concluded, did not explain the difference between the high-performing Asians and other groups.

Coursework and Attitudes

According to the study, these findings suggest changes schools can make in improving the performance of language-minority students.

In addition to developing students' English competence, it suggests, schools could help ensure that Hispanic students take more rigorous courses.

"Although there are many reasons why students are not enrolled in more rigorous, academic courses at the high-school level—previous academic performance in the subject area, lack of interest, poor counseling, unavailable teaching personnel, to name a few—it is important to prepare and encourage Hispanic students to enroll in these courses," the report says.

It also argues that schools should develop among students the belief that effort, not merely ability, can contribute to achievement.

Mathematics Achievement, Grades 3, 7, and 11

Ethnic group	Grade 3 (18 items)	Grade 7 (22 items)	Grade 11 (28 items)
Special study sample:			
Mexican American	40.4[1]	51.6	66.0
Puerto Rican	46.9	48.4	66.3
Cuban	46.6	51.7	66.3
Other Hispanic	51.3	51.4	69.9
Asian	65.3	66.9	78.1
Native American[2]	44.8	44.1	67.6
Regular mail sample:			
White	58.6	59.9	69.8
Black	46.2	47.2	62.1

[1] Weighted means percent correct, based on 18 items at grade 3, 22 items at grade 7, and 28 items at grade 11. Comparison cannot be made across grades in this table. Each grade had different items and the sets of items were not equated.
[2] Interpret with caution.

SOURCE: National Assessment of Educational Progress

Cavazos Seeks Advice on Cutting Down College-Loan Defaults

WASHINGTON—Secretary of Education Lauro F. Cavazos last week asked the Congress, the public, and the education community for advice on steps to reduce defaults on federally guaranteed loans to college students.

Although the Education Department and the Congress have adopted policies to reduce defaults, the Secretary said, further action is needed to prevent future increases in the cost of covering defaulted loans.

Mr. Cavazos' request for comments appeared in the Nov. 3 *Federal Register*. He asked for advice on a broad range of issues, including the extent to which lenders, guarantee agencies, and colleges should share in the risk of defaults; whether students with poor credit records or without high-school diplomas should be permitted to borrow under the program; and ways to improve communication between lenders and borrowers.

The responses will assist department officials in developing legislative, administrative, and regulatory proposals, Mr. Cavazos said.

Comments should be submitted to: Kenneth D. Whitehead, acting assistant secretary for postsecondary education, U.S. Department of Education, 400 Maryland Ave., S.W., ROB-3, Room 4060, Washington, D.C. 20202-5121. —R.R.

NEW PROFESSIONAL BOOK

The At-Risk Student:

ANSWERS FOR EDUCATORS

Evelyn Ogden, Ed.D., Deputy Superintendent, East Brunswick, NJ;
Vito Germinario, Ed.D., Superintendent, Moorestown (NJ) Township Public Schools

Student suicide has increased 140 percent, teenage homicide 232 percent, juvenile delinquency rates by 131 percent, the illegitimate birth rate by 141 percent.

Few schools have not been touched by these problems. When alcohol and drugs are added, the daily dilemmas of coping with these problems cast long shadows in the lives of parents, teachers and school administrators.

This new book is an inclusive guide to tested programs and procedures for effectively dealing with student health, behavioral and familial problems that impede learning. Specific steps for identification, prevention and intervention to deal with these problems are detailed. Case histories provide examples of crisis situations and effective in-school response.

The authors are veteran teachers and administrators with extensive first-hand experience with these problems on the classroom, building and district levels.

Copies of this new book—already a professional bestseller—are now available for immediate delivery. See the order form for ordering information.

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